

Developing thinking through reading



Aims & objectives

Today we are going to:

- discuss the impact of AI on modern students;
- read two online posts on the topic;
- learn to critically analyse online sources; and
- learn language for sharing our findings,

so that you can:

- carry out, analyse and share your own research.

1. Why do you read?
2. What do you bring to a text when you read it?
3. Can or should AI do your reading for you?

Setting the scene

Your creative writing teacher has set you the task of reading an extract from a short story and discussing the themes and imagery. Half the class read the story; half the class outsourced the reading to AI.

Student A: Read the story a couple of times.

Student B: Take a photo of the story and ask AI to help you.

I need to read this story extract for class and discuss it. Tell me everything I need to know.

Reading

In your A and B groups, discuss the questions.

1. **Feeling:** how did the story make you feel? What adjectives did it awaken in you?
2. **Personalisation:** did it bring up any memories in you?
3. **Image:** find an image online that represents the story for you? (it could be a GIF, AI-generated, etc.)
4. **Language:** were there any phrases you'd like to look up and use in your own speaking and/or writing?
5. **What's next:** what do you think will happen in the story? Do you want to read more? Do you want to research anything?

Reflection

Mix As with Bs and reflect on the reading process.

1. Share your answers to the above questions with each other. How do they vary?
2. Which group got more out of the reading process?
3. Which group felt more during the reading process?



Developing thinking through reading (continued)



Stop me if you've heard this one

'Stop me if you've heard this one. I don't want to be a bore.'

'Never, Pops. Go ahead.'

Derek *had* heard this one before, but Michela hadn't. Besides, a good story was like an old pair of jeans. They might fray and change with time, but eventually they'd be gone, so it was best to enjoy them while they lasted, no matter how full of holes they were.

'Well, Michela, come here till I tell you 'bout the time I outfoxed a pixie. Tricky bunch are pixies, but no match for old Pops and his keen intellect,' he said in a voice that had seen it all and come out the other side a little worse for wear.

'It was a dark night, and I know what you're thinking, nights are often dark, it's their thing. But this particular night seemed darker than most. There was a chill in the air, and not just your average chill of an autumn evening, mind you. It was the kind of chill that let you know someone was up to no good. Something nefarious was afoot.

'I remember pulling my coat tight around me. It was a good coat too. Derek's grandmother had given it to me that Christmas gone. Kept the cold out, it did. But not tonight.'

Derek smiled to himself as his grandfather told his story. Everyone in the family had heard it a million times before and he'd bet everyone in the local pub had heard it even more frequently, but there was something that came alive in the man when he told a story.

'That night, the chill wasn't just from the air, and the coat did me no good. I was coming home from the pub, where I'd stopped in a few hours earlier to say hello to the lads. Now at that time, in west Cork mind you, the old streetlamps were few and far between so as you can imagine it was as dark as a...'

'Grandad!'

'What? Don't be interrupting me. I wasn't going to say anything inappropriate. And besides, Michela is a grown up. Her ears are not to be policed by the likes of you, young Derek.'

'Thank you, Pops. Please carry on with your story. No more interruptions, you hear?' she admonished, playfully slapping Derek on the leg. 'Go on.'

Thought for the day

To what extent do you agree with the statement below?

Reading isn't just about obtaining information. Sure, sometimes we just need to know the time of a bus and AI can get it to us quicker than reading a timetable. But most of the time, reading is a process which encourages thinking, feeling and reflection. The destination isn't the point when it comes to reading, the journey is where we truly develop.



Developing thinking through reading teacher's notes

[Resources online]

met | modern English teacher

Developing thinking through reading

This is a great question to discuss. The fact, is none of us come to a text empty. We bring our own experience, our knowledge, our culture and however we're feeling that day. All of this helps us to engage with a text in a way AI can't.

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Once you've done this lesson, you can take the idea and apply it to future reading tasks. Swapping the groups and reflecting on a new text a week later can be a lovely way of raising awareness of the importance of reading.



It's impossible to know exactly what this discussion will throw up, but it could be the beginning of an ongoing discussion. The key thing to remember is, if you see the merit in reading, you've got to challenge the idea that AI should do it all for us.


On reflection by David

pavilionelt.com/met

Developing thinking through reading teacher's notes (continued)



[Resources online]



Developing thinking through reading (continued)



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'Grandad!'

'What? Don't be interrupting me. I wasn't going to say anything inappropriate. And besides, Michela is a girl. Her ears are not to be policed by the likes of you, young Derek.'

'Thank you, Pops. Please carry on with your story. No more interruptions, you hear?' she admonished, patting Derek on the leg. 'Go on.'

This is a high-level text but you can use lower-level stories or drop the level of this extract and continue with the core of the lesson.

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A nice idea here is to get students to work in groups to write their own philosophy on reading. This can then be referred back to in future lessons.

On reflection by David Byrne and Mark Heffernan